LINDENWOOD UNIVERSITY
Qualities Centers 2010
We Succeed When Our Students Succeed

Established 1827
Lindenwood Mission Statement

Lindenwood University offers values-centered programs leading to the development of the whole person — an educated, responsible citizen of a global community.

Lindenwood is committed to
• providing an integrative liberal arts curriculum,
• offering professional and pre-professional degree programs,
• focusing on the talents, interests, and future of the student,
• supporting academic freedom and the unrestricted search for truth,
• affording cultural enrichment to the surrounding community,
• promoting ethical lifestyles,
• developing adaptive thinking and problem-solving skills,
• furthering lifelong learning.

Lindenwood is an independent, public-serving liberal arts university that has a historical relationship with the Presbyterian Church and is firmly rooted in Judeo-Christian values. These values include belief in an ordered, purposeful universe, the dignity of work, the worth and integrity of the individual, the obligations and privileges of citizenship, and the primacy of the truth.
A Message from President James D. Evans

The Lindenwood Professor

This edition of Lindenwood Academics appropriately recognizes Lindenwood University’s outstanding corps of professors. These talented professionals are regularly hailed by their students for providing inspiration, knowledge, and mentorship. They also have been characterized by an accrediting commission as “one of the hardest-working and most dedicated teaching faculties in American higher education.”

“Teaching faculty” members they are! Providing instruction and insights for university students is what they love and why most of them chose to work at Lindenwood rather than elsewhere. As this booklet will assert and illustrate, however, our faculty members are complete professionals who do much more than simply convey information in an interesting and clear fashion.

What is a professor, and why are university-level teachers often called “professors” rather than “teachers”? Although the two terms have overlapping meaning, there is a significant distinction between the respective roles. Many contemporary dictionaries describe a teacher as one who formally instructs in a subject matter or who conveys knowledge to students in a school setting. Most professors are teachers in those respects. The definition of professor, however, adds a distinguishing trait: the expectation of being an “expert” who creates or reformulates knowledge in his or her field. Professors are expected not just to effectively communicate information but to contribute to the emergence and refinement of knowledge in a discipline. In short, he or she develops a theory, motif, model, or extraordinary approach to “profess.” That unique and evolving expert knowledge becomes part of the professor’s day-to-day work and persona.

Many universities take the “expert” idea to the extreme. At the premier research institutions, teaching and student learning too often take a back seat to scholarly knowledge production. Professors at those schools can keep their jobs only through compiling a record of scholarly publications at a high rate, with teaching and mentoring carrying much less weight.

At Lindenwood we believe in the scholar-teacher concept: Our professors are expected to be actively involved in the investigation, analysis, creation, and reformulation of knowledge so that they contribute to their fields and have something unique to “profess.” However, our ideal is that professorial activity should be conducted in the service of teaching and mentoring students. That is, we expect our scholar-teachers to use their professional-development activities to enrich the students’ classroom experiences as well as to advance the field of study. On this campus, scholarship enhances teaching and learning as well as boosting intellectual advancement.

This release of Lindenwood Academics will give you an interesting sample of just how the scholar-teacher model is actualized in the work of Lindenwood professors. I hope you are as pleased by these vignettes as I am.

Sincerely,

James D. Evans, Ph.D.
President
Services for Students to help them be the best students they can be-to help succeed

The Lindenwood University Writing Center, established in 2000, provides help with all aspects of the writing process for the students and faculty of the Lindenwood campus community. The Writing Center emphasizes a personalized, collaborative approach that helps each writer gain both confidence and competence in his or her writing skills. The Writing Center also provides a unique and valuable learning experience for those students working as Writing Consultants.

Writing Consultants are Work and Learn undergraduate students who collaborate with students who need assistance with writing. Consultants are trained and spend 10 hours a week working in the Writing Center. Consultations typically last about 30 minutes, and students receive written and verbal feedback on their assignments. Graduate assistants are also available to work with students in the graduate programs.

Students are encouraged to make appointments using the online appointment system, but they can also drop by the Writing Center, located in the basement of the Butler Library. There are 12 computers for students to use, and tutor rooms are also available for students to reserve.
Mathematics and writing comprise important building blocks for success in both academics and life. A solid foundation in math provides pragmatic concepts and skills crucial to financial planning and quantifying of all types. Business, science, engineering and other technological fields all rely heavily on mathematics. Math also contributes to developing the ability to think abstractly, and is basic to problem solving, creativity, and planning. The Lindenwood University Math Proficiency program, headed by Professor Dan Ingram, involves placement testing before enrolling in any math course at a higher level than Intermediate Algebra. A test specific to the course the student wishes to take is administered in order to assess whether he or she has adequate preparation to succeed. If the student does not have the prerequisite skills, the student is advised into another math course that will bring his or her skills up to the level needed for successful performance in the math courses required for the student’s general education or major requirements.

“We have found that these placement exams accurately assess a student’s level of preparation and are a quality tool in determining which course provides the best possible opportunity for success,” Ingram said.

A similar proficiency testing process and skills development course option exists in the Lindenwood College for Individualized Education, Lindenwood’s accelerated evening program, administered by Professor Rita Kottmeyer.

Writing is how we often present ourselves and our ideas to the world. Skill in this area is crucial to communication and can enhance both an individual’s projected image and self-image. Lindenwood goes the extra mile in supporting students in maximizing their abilities through its Writing Proficiency Program headed by Professor Susan Edele.

Lindenwood’s writing proficiency process evaluates a student’s ability not just in the freshman composition courses but also following his/her completion of the second writing course, when a special writing proficiency assessment is given. Students whose assessment reveals the need to sharpen competencies in grammar, punctuation, and syntax are able to take the Writing Proficiency Lab course to raise their skills to a higher level of competency.

The program, in place since 2005, ensures that Lindenwood graduates are adept at the writing level necessary for success in the professional world and everyday life. As the Association of American Colleges has stated, “A bachelor’s degree should mean that its holders can read, write, and speak at levels of distinction and have been given many opportunities to learn how.”

The Lindenwood College for Individualized Education is developing a similar proficiency program that will evaluate students’ skills prior to entering that program, beginning in the summer of 2010.
The Lindenwood University Honors College offers students a special opportunity to be recognized for excellence and extra effort in their courses. University Honors are reserved for exceptional students who demonstrate intelligence, initiative, and perseverance in fulfilling requirements beyond those asked of others. Meeting these expectations exhibits their commitment to excellence.

Graduating with University Honors is the highest award Lindenwood bestows. This achievement is announced at graduation and the recipient wears a purple braid at the ceremony. “University Honors” also appears on the student’s diploma and transcript. All courses completed for honors credit are designated as such on the student’s transcript. The President of the University also presents a certificate to those graduating with University Honors at the annual Honors Convocation held each April.

To apply for membership in the Honors College, an incoming freshman must score a 29 or above on the ACT. A transferring or returning student must have a 3.3 GPA to apply. Honors courses are offered in two formats. In each semester, several courses have honors sections where every student in that section is enrolled for honors credit. These sections are smaller than non-honors sections and include more class discussion, more in-depth readings and writings, and individual contact with the professors. The other honors format allows any undergraduate course on campus to be taken for honors credit with the permission of the professor. A student must earn an A in the course and successfully complete an extra project mutually agreed upon by the professor and student in order to earn the honors credit designation.

To graduate with University Honors, a student must complete 24 hours of Honors credit. There are two options. First, a student may enroll in up to 12 hours of 100 level Honors sections with the remaining 12 hours in 300 level courses. Second, a student may enroll in six hours of traditional 100 level courses and complete the remaining 18 hours in courses at the 200 level or above.

To apply or to receive more information, students should contact Michael Whaley, Ph.D., Director, Honors College Board.
For the past seven years, the Criminal Justice Department has been offering cross-cultural learning experiences over January Term for course credit. These trips provide an opportunity for students to learn about the key criminal justice systems around the world. They are an excellent cross-cultural opportunity for students to travel to two or three countries each winter.

One goal of comparative studies is to extend a student’s knowledge of people and cultures beyond his or her own group. After seeing the similarities and differences among countries and their citizens, students and scholars have a better understanding of their own society and ways in which that society may be improved. Students are able to compare the American legal system with those in the countries visited. A comparative view of legal systems around the world allows us to understand better the dimensions of our own system.

The CJ professors alternate leading the trips and have found the experiences to be very rewarding as they help students stretch out of their comfort zones. Many students are novices when it comes to travel; some have never flown before, let alone travel all the way to Europe. Students often come back not only enriched but more confident.

Some of the assignments include interviewing citizens of each country visited and writing about the various sites encountered, which include police stations, prisons, police academies, criminology museums, and other relevant experiential learning conducting during the trip. The final project is a comprehensive research paper.

Under the supervision of Dr. Nancy Durbin, Professor of French, Lindenwood University students train to give tours in French of exhibits at the Pulitzer Foundation for the Arts in St. Louis. This training culminates in a series of French tours given to area high school students. It is a rich experience for both the university and the high school students, as they learn to talk about something new in French and have an opportunity to use their language skills in a stimulating, real-life setting.

The experience is particularly beneficial to those Lindenwood students who plan to become French teachers. They have the opportunity to actually step into the role of “teacher” vis-à-vis younger students. The high school students also get a chance to talk to the university students about majoring in French and studying abroad.

The following are some comments from the Pulitzer Foundation blog:

**Lauren Coleman, French teacher, Wentzville, Mo.:** “As a French teacher, we are always looking for ways to enhance the students’ listening and speaking comprehension, particularly in real-life situations. The college students were insightful, well prepared, passionate, and bursting with information. I loved that our high school students were able to interact with French majors to discuss the art, the program, college, and French in general. Can’t wait to come again next year!”

**Beth Doyle, LU student**—I am in my fourth year at Lindenwood and studying to become a French teacher, so I have really enjoyed participating in the Pulitzer Program for the past few years. It has been a way for me to improve my French and learn about art while also meeting local French teachers who can give me advice. It has given me the chance to teach a group of high school students and a taste of what I have to look forward to in my future career.
Through the Student Counseling and Resource Center, the Professional and School Counseling Program offers educational evaluation services to Lindenwood students. Some of the students who seek testing services are undergraduate students who come to the University with a previously diagnosed learning disability but outdated evaluation results. Others are students who come to Lindenwood University with previously undiagnosed learning disabilities.

These students may have been able to compensate for their learning issues through their elementary and secondary education only to find their compensatory strategies are insufficient at the University level. For these students, an evaluation and subsequent diagnosis may enable them to receive accommodations that will help them be successful in their studies at Lindenwood.

For the Lindenwood undergraduate student, assessment generally includes a case history interview, evaluation of cognitive development, evaluation of academic strengths and weaknesses, perceptual evaluation as needed, and evaluation in other domains (attention, behavior, memory, language, etc.) as needed. Following the evaluation session/s, test results are shared with the student. A complete written report is then prepared. The student may share this report with the Coordinator for Campus Accessibility Services if accommodations are warranted.

Some of the best and the brightest students come to study at Lindenwood University, and sometimes those best and the brightest students are living with learning disabilities. The Student Counseling and Resource Center, the Professional and School Counseling Program, and Campus Accessibility Services work in coordination to support students with educational disabilities as they work to achieve their potential.

Lindenwood’s Student Success Program offers assistance in setting attendance goals, establishing grade point objectives, and developing time management skills; the program also offers personal mentoring and acts as liaison for students with faculty and other University offices. Student Success Programs focus on the student academic progress while offering a variety of strategies that also help students achieve personal and social success at Lindenwood.

Since their establishment, the Student Success Programs have grown to meet specific student needs by offering streamlined services to support all students. In collaboration with Student Success Programs, writing assistance is available and each academic division provides tutors. Mentors are available to help the students identify where assistance is needed and help them find appropriate resources. Additionally, faculty members volunteer as mentors to serve as resources for students in need of academic support. Currently, the program has more than 100 “Success Advisors,” including faculty members, coaches, administrators, and student peer leaders.

In addition to one-on-one mentoring, the Student Success Program includes student-led support groups. Groups are facilitated by students who have successfully completed the program and now encourage their peers with insight, experience, and support. In weekly meetings, small groups of students share ideas, explore solutions, and develop their own strategies.

The Office of Student Success Programs is located on the fourth floor of the Spellmann Center. For additional information about the Student Success Program, students and parents should contact Cathy Hart, Director of Student Success Programs, at (636) 949-4768 or chart@lindenwood.edu or Christie Rodgers, Dean of Student Services, at (636) 949-4697 or crodgers@lindenwood.edu.
International students arriving at Lindenwood University often face many challenges in their first semester, including culture shock, homesickness, and language problems. Newly arriving international students now have the opportunity to work with other international students to improve their language skills and adjust to the expectations of an American university. The English Preparedness Program offers these new international students the chance to adapt to their new surroundings while improving their academic skills in English.

Once they arrive, students are given an English placement test and enrolled in the appropriate English preparedness course based on their level of fluency. Courses offered include Spoken Communication for Non-Native Speakers, English Grammar, Reading and Writing for Non-Native Speakers, Academic Writing, and English Composition for Non-Native Speakers. These courses are designed to not only improve students’ English proficiency but also to help students develop the necessary academic skills needed to meet the high expectations of Lindenwood University.

In conjunction with courses in developing academic English skills, international students also work with “English Conversation Partners.” These partners are Lindenwood students who meet daily to help international students with their EPP homework assignments but also offer a friendly face to answer questions and discuss issues the students may be facing.

The English Preparedness Program helps international students adjust and acclimate to the standards of higher education in a country other than their own. The positive benefits that students gain from EPP are skills and tools that will assist them throughout their career at Lindenwood University.

The English Preparedness Business (EPB) program aims to prepare international graduate students of business for academic success in the American graduate classroom. Upon the students’ arrival to the United States and to the Lindenwood campus, the EPB program first orients students to the university and to the MBA program. During the course of a three-day orientation period, students are assessed for English language proficiency in writing, advised by the international student advisor, and enrolled in their first term courses.

Additionally, the students attend seminars on cultural awareness, academic integrity, academic preparedness, and fulfilling their degree requirements. Such sessions seek to explicitly prepare the students for the transition they may face upon entry to an American graduate program. Finally, during orientation, students receive information on how to take the very first steps necessary to begin their programs, including where to buy their books, how to open bank accounts, and where to find all of the relevant campus offices.

After students begin their degree programs in business, the EPB continues to offer support in the form of ongoing advisement from the EPB coordinator as well as academic instruction in the area of academic writing for non-native speaking graduate students. The courses run through the EPB program are designed to facilitate students’ success in producing academically appropriate graduate level-work in English. The program runs two nine-week courses aimed at building the students’ awareness of and competence in the academic writing conventions expected of English language writers.

Upon completion of their language support coursework, international business students continue their business programs with the ongoing support of the EPB program and EPB coordinator. As such, Lindenwood’s international business graduate students may actively construct a successful graduate experience in the United States.
Beginning a college career is an exciting time that is simultaneously filled with happiness, eagerness, and nervousness. The Office of First Year Programs was created in 2007 to provide students with the support and resources needed to have a successful transition to Lindenwood University. The three-tier model—First-Year Experience, LUL 101: Freshmen Experience, and Academic Monitoring—was designed to help students succeed academically, socially, and personally.

The First-Year Experience Program has been designed to sustain students’ happiness and decrease their nervousness by providing them with fun and exciting activities that are filled with valuable information about campus resources and college life. In addition to making new friends, students learn how to navigate the university structure.

The goal is for each student to become more than a person who takes classes at Lindenwood, but someone who is fully engaged—academically and socially—and part of the Lindenwood community. LUL 101: Freshmen Experience is a two-credit-hour course that was designed to help students become fully engaged, perform well academically, and ultimately graduate from Lindenwood. With the understanding that Lindenwood students are intelligent and can handle the work, LUL 101 is meant to help new students master the non-cognitive issues (i.e. time management, asking for help, declaring/researching a major, managing relationships).

The final tier, Academic Monitoring, provides one-on-one support to students who are experiencing academic and personal challenges. These meetings help students explore and discover the problems they are having and identify solutions. Ultimately, the skills students learn during their first year prepare them for success at Lindenwood and beyond.

It is important to keep parents informed about services and programs offered at the University; so the LU Parent Page was launched in 2009. Parents can visit the page at http://www.lindenwood.edu/parents/.
The goal of every academic program at Lindenwood University is to insure that the student's step from classroom to career is as seamless as possible. Certainly an important part of that preparation is quality classroom learning, but lectures and labs are not enough. No college campus can accurately simulate the settings that students will encounter in the professional world. This is why so many Lindenwood degree programs require that students participate in internships.

Although the exact requirements of an internship may vary slightly from one academic program to the next, the goal is the same—to provide the student with a professional work experience. Internships serve as a win-win situation for both the students and the companies that employ them: The students gain valuable experience while the companies get the first look at well-educated and trained new talent.

While participating in internships, Lindenwood students are exposed to the actual work environment of the vocation that they have chosen. They work with professionals and see how the principles that they learn in the classroom are applicable in the “real world.” Perhaps most importantly, internships are usually the place where students begin to understand the value of networking.

Interns are encouraged to look for opportunities to contribute at their host companies. This demonstration of their talents is invaluable in making an impression on potential employers. A recent National Association of Colleges and Employers survey reported that of the 2009 college graduates that have jobs, 73 percent had completed a college internship.

Information about internships is available through the academic school of interest.

Lindenwood University has an unusual partnership with the St. Louis County and Municipal Police Academy (SLCMPA) in which LU students have the option of completing a Missouri State Peace Officer’s Standards and Training Program during their last semester of senior year as part of their academic program. After successful completion of the program, they earn a Class “A” Peace Officer’s license as part of their undergraduate degree program.

Lindenwood’s joint venture is unique and part of only a handful of programs that allow students to complete their bachelor’s degrees in criminal justice and graduate from a certified police academy while receiving college credit for that phase of their coursework. A faculty member meets with the academy class each week to check on their progress, offer support, and keep them connected to Lindenwood.

The SLCMPA offers an intensive 869-hour, 23-week hands-on practical instruction in the core knowledge and skills needed by peace officers working in Missouri. The program includes academic course areas such as constitutional law, Missouri statutory law, and criminal investigations. In addition, the program mandates many hours in skills training focusing on areas such as driver training, defensive tactics, and firearms.

Partnership with the academy also includes some of Lindenwood’s criminal justice professors teaching specific training courses at the academy during the summer. Full-time training staff at the academy have adjunct faculty status at Lindenwood. The program began in 2007 with the first academy class, and since then it continues to grow each year.
Camp Read-A-Lot, a summer reading program for children in first through sixth grade, has been in operation on Lindenwood’s main campus for the past five years. In 2009, 49 children received individualized literacy instruction from Lindenwood reading practicum students under the supervision of three professors, Patricia Leitsch, Rosemary Thouvenot and Carol Zimmer.

Camp Read-A-Lot provided a clinical experience for Lindenwood preservice teachers and teachers who are seeking reading certification. Instructors and students use a variety of materials, including games such as Scrabble Slam and Spell Down, vocabulary relay races and more. In addition to books and activities, the individual interests of the children are addressed through the literature.

Many children who attended camp this summer were attending for the fourth year in a row. Children come from diverse backgrounds, some needing remediation and others needing a challenge. The commonality is that students came away from camp with a better understanding of literacy concepts and desire to read for enjoyment and for gaining information.

The children in the camp gave enthusiastic reviews. Some of their comments included, “I don’t want camp to end. I want to go all summer long. I can’t wait until next year!” For them, camp is a wonderful opportunity to meet new friends, learn new reading skills, and build lasting relationships.

Practicum students also left camp energized and eager to try the new strategies learned to assist children in becoming successful readers and writers.

“I am implementing all of the strategies I learned in camp to help my students become better readers and writers, and they are showing literacy improvement,” said Jill Schulte, a reading specialist student.

Undergraduate students constantly comment positively about the authentic classroom experience providing modeling and immediate feedback from the instructors. It’s a “Win, Win” situation for all involved in the program.

Preservice students have other opportunities to take methods courses with instructors who have arranged partnerships with local school districts. Rosemary Thouvenot and Dr. Rebecca Panagos teach reading methods courses, while Pat Kellar and Vicki Adams teach math methods courses within school partnership programs.
In an employer-driven market, experience can sometimes be the determining factor in hiring decisions, and Lindenwood’s Career Center is committed to helping students gain every advantage possible in this increasingly competitive environment, including assistance in landing internships. More and more, internships have become prerequisites for students hoping to obtain employment upon graduation. The National Association of Colleges and Employers (NACE) recently surveyed employers on the importance of internships. The following are some comments from survey respondents.

“When I look at resumes, I like to see something other than non-relevant summer jobs. When students have an internship on their resume, it really separates them from those who have not had one. The ones who have internships are generally the ones who are selected by the hiring managers…I would also advise students to seek an internship in the industry that interests them, along with considering their career goal.”

–April Cole, Human Resources, Aegon Special Markets Group, Inc.

“Having an internship is a great way to get your foot in the door of a company. It allows the student to become familiar with the firm as well as the policies and procedures of that firm. Students with internships on their resume have demonstrated that they are doing something to get ahead, have demonstrated initiative and that is impressive. Internships open the doors to job opportunities. Our firm does much of our hiring from interns.”

–Brett Newberger, Weil, Akman, Baylin, & Coleman, P.A.

The Career Center has a number of resources to help students who want to gain a competitive edge in the world of work. To schedule a meeting with a career advisor, students with last name A-L should contact Brandi Goforth at (636) 949-4307, and students with last name M-Z should contact Dana Wehrli at (636) 949-4806.

The Lindenwood Etiquette Dinner, held each spring, provides Lindenwood University graduating seniors an opportunity to learn and experience proper etiquette in a formal dining situation. In the corporate world, job interviews and client relations may take place in a formal dining setting, so this opportunity enhances the professionalism of a Lindenwood graduate.

Ralph Pfremmer, owner of Pfoodman, Lindenwood University’s food service provider, hosts the Etiquette Dinner. The School of Business and Entrepreneurship, combined with the Marketing Club, Business Club, and Career Development Office, assists with dinner coordination and planning.

The evening begins with a pre-dinner meet and greet and the serving of appetizers. Before dinner is served, Pfremmer speaks to students about the history of his company and an overview of the evening’s events. As the students are served their meal, Pfremmer explains each course and offers lessons in dining and personal conduct. Students may ask questions about particular dining situations.

After the students have finished dinner, a keynote speaker, usually a leader in the local business community, gives a motivational address on being successful in today’s business environment.

Students have time to reflect on what they have learned with their table hosts—Lindenwood University alumni who share job experiences and discuss how a Lindenwood University education helped them to be successful in their current careers.

Annually, approximately 80 students attend the Etiquette Dinner, enjoying a professional dining experience and gaining insight into the corporate business world.
The spectacular J. Scheidegger Center for the Arts continues to overwhelm the senses of students and guests alike. The beautiful show graphics in the lobby and the rotating media art exhibitions in the Boyle Gallery provide the visual invitation for a visitor to linger and enjoy. Down one hall the sound of sewing machines fabricating the next haute couture can be heard mixed with the passionate footfalls of Broadway-bound dancers executing their routines in the two upstairs dance studios.

A trip further back upstairs teases the ear with instrumental and vocal musical studios in full swing from Bach to the blues. Pass through the world-class scene shop and take in the smells of fresh cut lumber used to create an array of set pieces and props. Stand on the empty stage and you can “hear” the roar of 1,200 patrons in the Bezemes Family Theater or 200 attendees in the Emerson Black Box studio space.

The Scheidegger Center is a unique working hybrid that blends academic and professional productions into a learning environment. Students realize the culmination of their classroom training through public performances in dramas, musicals, thesis projects, dance concerts, musical and vocal programs, art exhibitions and New York-style fashion shows. Incoming Broadway touring shows are arranged to allow students to participate as crew members and interact with practicing artists and technicians in rare one-on-one contact.

Each year, theatre students are able to sample a vast buffet of offerings designed to challenge their talents. The 2009-2010 fall academic season took everyone to Middle Earth for the J. R. Tolkien adaptation of The Hobbit, followed by the explosive energy of the Fall Dance Concert ensemble in dynamic traditional interpretations and fresh explorations of the human form in space. Next the main stage was transformed to Scrooge’s London in A Christmas Carol, the timeless tale of spiritual renewal. Even more exciting events are planned for the spring semester.

Guest performers at the Bezemes Theater have included CATS: The National Tour, Hal Holbrook in Mark Twain Tonight!, Joan Osbourne, The Holmes Brothers and Paul Thorn: In Concert, Christmas with Roger Williams, Jesus Christ Superstar: The National Tour, and the PBS Marvin Hamlish Special, The ‘70s – The Way We Were.

Exciting events are always afoot at the J. Scheidegger Center for the Arts.
When Michelangelo took on a new apprentice, he could have stuck the pupil in a room with some books on drawing and some paints and brushes, but he didn’t. He took the student to the Sistine Chapel and put him to work. While the scale might not be as grand, the same philosophy guides the education of Communications students at Lindenwood.

Classroom work and the scholarly study of journalism and broadcasting is important, but without facilities to put the theories and studies into practice, learning stagnates. There are few universities in the country that have the equipment, studios, and instructional expertise that Lindenwood offers.

Lindenwood’s radio station, KCLC, has been the learning laboratory for broadcast students since 1948. The station is in the Spellmann Center, which opened in late 2003. This facility hosts five all-digital studios that are used in the mass communications curriculum. KCLC is equipped to do remote programming, which provides the means to broadcast college and high school sports. Each year Lindenwood students provide radio coverage for several college championship contests and state high school playoffs from venues like the Edward Jones Dome in St. Louis.

Just last year, LUTV moved into new studios, completely equipped with new HD equipment. This new home is in the J. Scheidegger Center for the Arts, which makes it easy to broadcast theatrical performances from the Bezemes Family Theater.

Every month, the Lindenwood video students produce dozens of programs that are cablecast on Charter Cable. Students also put together regular newscasts that require skills in reporting, writing, editing, and technical production. The video curriculum is designed to give these crews the knowledge and practical experience to present quality broadcasts.

An important part of the journalism program is the publishing of the student campus newspaper, The Legacy. Lindenwood University is larger in population than many cities in Missouri, and keeping its residents informed is a major undertaking for the students who manage and write for the paper. When young journalists know their work will be published, they work much harder to present accurate, informative articles. The feedback provided by the journalism faculty allows for continuing growth.

There is no shortage of quality opportunities for Lindenwood communications students. Lindenwood might not have a Sistine Chapel, but Michelangelo never had to do anything in HD.
The School of Humanities at Lindenwood now sponsors three new regular publications, edited and managed by its faculty, and a fourth managed by its students. These periodicals—the Journal of International and Global Studies, The Confluence, Untamed Ink, and Arrow Rock—feature excellence in scholarship and creative writing from both regional and national authors. These journals are an extension of Lindenwood’s philosophy about education in many ways.

“We’re committed to helping our students become lifelong learners and readers as part of their collegiate educational experience,” said Humanities Dean Dr. Ana Schnellmann. “These publications extend that philosophy to the community at large.” They are one of the ways Lindenwood has expanded its role in contributing to the life of the mind for students, fellow citizens in the region, and colleagues on the fields of history, political science and public affairs, and English.

The Confluence is a regional studies journal filled with in-depth articles about the plethora of topics that define the St. Louis region. Published semiannually starting in November 2009, The Confluence features peer-reviewed articles in an illustrated magazine format focusing on history, politics and public affairs, natural history, art, and architecture.

The Journal of International and Global Studies is an online journal featuring articles and book reviews written by authors from around the world. The journal editors recognize that we live in a global village that is increasingly interdependent; with this journal, Lindenwood is helping both the field of global studies and readers at large get a better grasp of the issues and problems presented by globalization.

Untamed Ink is an annually published literary journal that debuted in 2008 featuring poetry, short stories, and essays. Untamed Ink published Susan Salzer’s story “Cornflower Blue,” which won the prestigious Spur Award from the Western Writers Association in 2008.

Arrow Rock is the newest addition to the School of Humanities’ publications. This literary journal is edited and produced by Lindenwood students and features works by our own young writers. Arrow Rock will premier in spring 2010.

All our publications are available for sale through the Lindenwood website at http://www.lindenwood.edu. Click on the “Academics” tab and then on “Lindenwood Publications.”
Students arriving on college campuses today expect high-tech equipment and availability. Lindenwood University is ready to meet those demands!

Lindenwood currently has wireless coverage in all administrative and classroom buildings. Coverage to all dorms on the main campus is planned for the 2009-2010 academic year, making available complete coverage and access to our network and to the Internet to all authorized users.

Currently, 100 computers are available in the Spellman Center Open Lab, 16 computers are available in the Young Hall Open Lab, and 24 computers are available in Butler Library. In addition Lindenwood offers four computer classrooms in the Spellmann Center, one in Butler Library, two in Young Hall, four in the Fine and Performing Arts Building, one in the Memorial Arts Building, two in the Lindenwood Cultural Center, one in the Plaza, two in Roemer Hall, and three in the Harmon Hall expansion. These computer rooms are available for classes and in some case are open for general use outside of classes. All told, Lindenwood has 140 computers in open labs and 16 computer classrooms.

In addition to the computers and high tech rooms, software is available to students, including Microsoft Office, Mathematica, Adobe Creative Suite, and SPSS. Students may purchase academic versions of some Microsoft products at a reduced price via a link on the Lindenwood website. Lindenwood also provides email accounts to all students. This service was migrated to Google Mail Account in the Fall of 2009, giving student’s access to Google Docs, which provides word processing, spreadsheets, presentation tools, and file storage accessible both on and off campus. In addition, Lindenwood uses the RAVE alert system to inform students by text message and e-mail about inclement weather closures and other emergencies. The bandwidth of the Internet connection for the dormitories was upgraded to 100 Megabits per second during the fall of 2009.

Based on professor need, 74 high-tech classrooms are available on the main campus and an additional 14 classrooms are available at the Belleville Campus. The University has set a goal of making all classrooms high-tech as soon as possible; this goal is almost complete on the main campus and an additional ten high-tech rooms will be added this winter at the Westport Campus.
The construction of the renovated and expanded Harmon Hall for the Lindenwood School of Business and Entrepreneurship is moving ahead at a fast pace and is scheduled for completion during the spring of 2010. The school’s new home will give increased visibility to Lindenwood’s fast growing programs in business education, and the nearly 60,000-square-foot facility will provide a strong sense of identity for the university’s undergraduate and graduate business students who now attend classes in various buildings across the campus.

The business school’s programs are designed to prepare graduates for the demands and dynamics of today’s business world and the design of the new Harmon Hall will further support that mission. In addition to fully equipped classrooms, the building will include conference rooms, breakout rooms, presentation rooms, lounge areas, technology centers, a board room, and an auditorium to host special presentations from Lindenwood professors as well as from guest speakers from the business community.

As an important adjunct to the business school, the university’s Institute for the Study of Economics and the Environment (ISEE) will also be housed in Harmon Hall. ISEE conducts important research and provides a well-attended speaker series and other programs for our students and the community.

The new Harmon Hall is designed to give our business students an effective and attractive venue for connecting them with the business community, and its state-of-the-art facilities and technologies will prepare them to successfully compete and contribute in today’s highly sophisticated economy.

For students interested in theory, composition, arranging, or just managing the music on their iPods, the Scheidegger Center has the latest and best equipment. The computer lab is where a network of audio workstations—each with a full-size keyboard, computer, headphones, and state-of-the-art software for creating, editing, and sharing musical masterpieces—can be found.
Since 1969, Young Hall has been the home of the Lindenwood University School of Sciences. The building contains 25 fully-equipped, modern classrooms, including laboratory facilities, computer classrooms, and a 150-seat auditorium. All of our traditional classrooms have high-tech presentation capability, which enables instructors to utilize the best practices of multimedia presentation for all courses. Recently, wireless Internet was installed throughout the building.

The biology, chemistry, earth science, and physics laboratories have been recently remodeled and feature state-of-the-art facilities and equipment. The new laboratories provide appropriate spaces for a wide variety of courses and include upgraded safety equipment and a greater number of fume hoods.

The biology and chemistry stockrooms and prep-labs have likewise been renovated with safety and convenience in mind, including a new high capacity de-ionized water system. The instrument room for the chemistry department has state-of-the-art instrumentation permitting students to gain hands-on experience with UV/Vis, atomic absorption, and FTIR spectrometry, HPLC, and GC/mass spectrometry.

Due to generous underwriting from the Monsanto Company, the Biology Department’s greenhouse has been completely renovated with the latest computerized climate control that provides opportunities for experimentation as part of the lab curriculum, student research, faculty research, and public outreach during the department’s annual plant sale. The courtyard adjacent to the greenhouse is currently being transformed as an extension of this teaching facility with various gardens providing information on native species, medicinal herbs, and organic vegetable gardening. These improvements were also accompanied by significant upgrades in the availability of basic equipment for the traditional biology lab courses, as well as more advanced equipment and technology for the upper division students.

The substantial investments that Lindenwood University has made in the facilities and equipment in Young Hall provide all science students with opportunities to learn through “hands-on” experiences. Such opportunities are typically not available to undergraduate students at larger universities. However, Lindenwood believes this type of learning environment is vital to student success in college, as well as in post-graduate education and employment.
There is always something exciting happening at Butler Library, whether it is a new service, a new technology, a new leather couch, or just the overall positive atmosphere in the building. Since its opening in 1928, Butler Library has seen many changes. One thing that remains constant is the ability of the library to maintain its traditional academic character, while at the same time keeping up with changing times and technologies that best support the educational endeavors of the Lindenwood University student body.

When the library originally opened in 1929, there were 2,586 volumes on the shelves serving approximately 200 young women. Today the on-campus population has grown to over 3,700 students and the collection has grown to more than 100,000 volumes. However, unlike 1929, today’s library is not about how many books are on the shelf; it is about providing information technologies and resources in an ever-changing world to a diverse and dynamic student body. Butler Library does this by providing comprehensive wireless capabilities, access to all manner of electronic materials through the library website, and 60 databases to which the library subscribes.

Students may use all of the materials while enjoying a cup of coffee in Java 201, the coffee shop in the library, lounging on one of the comfy leather couches, or enjoying a good old-fashioned game of chess by the fireplace in the reading room.
Boone understood and loved all aspects of nature. To the trained eye, it is obvious why he chose the foothills of the Ozarks to settle down with his family and spend his last days. Giant cottonwoods and sycamores stood majestically along the river banks of the Femme Osage River; maples, hickory, walnut and oaks covered the hillsides; while meadows and glades allowed the sun’s warmth to penetrate the dense forests adding to the diversity of the valley.

Some 200 years have elapsed since Boone’s day. With the absence of natural fire, man’s impact, from tilling the land to damming the rivers and streams, has changed the land significantly. Still a beautiful and diverse area, the ground Boone walked has become a living laboratory for Lindenwood’s biology students and faculty. With more than 1,000 acres of mixed habitat, opportunities abound to study plant and animal life, monitor water quality, and restore glades, wetlands, and forest to their original status. Science courses are greatly enhanced when students are able to observe nature firsthand and participate in field studies. Projects are under way to restore portions of the land to the condition they were in at the time of settlement.

To support the field studies, the University has built a lab on site to accommodate both course-related and research-related activities. This lab makes it possible to attain and process specimens without the delay of taking them back to main campus, thus reducing mortality of live specimens and improving quality of samples. It also allows students to maximize their time in the field.

The climate controlled lab provides electricity, running water, table space, refrigeration, and storage for equipment and supplies. Expansion of the facility to include reference materials, microscopes, and computers for data entry, analysis, and preservation will proceed as the program use and needs increase.

A portion of the lab is set aside for Lindenwood’s archeology field courses. Both prehistoric and settlement period sites have been identified on the property and excavations are underway. Recovered artifacts are taken into the lab where they are cleaned, documented, and stored.
Lindenwood University offers two programs in leadership and character development—one for current Lindenwood students and one for area high school students.

The annual Leadership Experience allows Lindenwood students the opportunity to participate in an outdoor leadership getaway. Students participate in team-building activities, personal growth opportunities, a low-ropes course and a variety of other outdoor activities. For fun, they also squeeze in a karaoke night and some free time to meet new friends.

Students are inspired by motivational speakers from the public, private, and nonprofit sectors. Participating speakers have included legislators, religious leaders, nonprofit executives, and Lindenwood’s President, Dr. James Evans. Advice, tips, and techniques to overcome obstacles and to succeed as a leader are shared through the telling of their personal stories.

The most rewarding part of the Leadership Experience is the opportunity for students to find their hidden strengths and put those strengths to use as part of a team. Everyone also gets an opportunity to show some leadership as well.

As one parent noted about her son, “This was a very positive life changing experience.”

The Lion’s Pride Summer Youth Leadership Conference introduces exceptional, service-oriented high school juniors and seniors to nonprofit administration for career consideration. Most high school students are not aware of the nonprofit field as a career option. They are also not aware that some colleges offer nonprofit management as a degree program. Lindenwood University is one of only 90 colleges and universities in the United States that offer a degree in nonprofit management and thus is in the somewhat rare position to showcase these careers to students. This summer program is designed to assist young leaders in seeing the nonprofit sector as a viable career option.

In its inaugural year, Lion’s Pride participants roomed in Lindenwood dorms. To experience nonprofits firsthand, the students toured a homeless shelter, food bank, children’s hospital, and emergency childcare center in the St. Louis area. The group was inspired by motivational speakers such as renowned author Eric Greitens, who spoke to this year’s group about strength and compassion. As he writes, “Strength is not found. Strength is developed in action. We develop our strength most fully when we act to serve others.” The former Navy Seal challenged the students to acknowledge their abilities and give to others. The conference was a success, and Lindenwood expects it to become an annual summer event.

As one of the participants wrote, the Lion’s Pride Summer Youth Leadership Conference “opened my eyes to new ways we can get involved.”
Boone Home Summer Day Camps Teach Students Frontier Skills

The Daniel Boone Home and Boonesfield Village offers two summer day camps that focus on pioneer skills. The first is the Interpreters’ Boot Camp, designed for students in grades 9 through 12. It provides intense hands-on activities that cover many of the basic skills used on the frontier by families such as the Boones. Activities begin with each student constructing a leather-bound journal they use throughout the week for recording their observations and experiences during the camp.

Skills taught include flint and steel fire starting, blacksmithing, use of black powder firearms, cordage construction, knot-work and rope handling, rail-splitting, hearth cooking, and use of haversacks. Period construction techniques are covered, and students try their hand at hewing and notching logs, splitting rails, and riving shingles. Students are trained in interpretive techniques and are eligible to be certified by the National Association of Interpreters. Time is spent on possible professional avenues connected with interpretation and public history.

The Young Pioneers Day Camp was developed for students in grades 4 through 6. Students are offered the opportunity to learn frontier skills scaled down for younger students. Activities are based on the skills offered in the Interpreters’ Boot Camps but also include how to measure an acre of land and a cord of wood, determine heights and distances, locate compass points, and identify wild edibles and medicinal plants. Students in both camps produce items they use and keep.

The goal of these camps is to provide students who are interested in history an opportunity to immerse themselves in an experiential learning environment. Team building, leadership skills, and critical thinking are incorporated into all of the activities and exercises. The camps expose high school students to the profession of interpretation and an alternative to teaching history in a formal classroom setting. Many of the students become part of the Boone campus volunteer program and have returned to help teach succeeding camps. These camps are great recruitment tools for the School of American Studies, the School of Humanities and Lindenwood in general.
Maya Angelou says, “I’ve learned that you shouldn’t go through life with a catcher’s mitt on both hands. You need to be able to throw something back.” At Lindenwood University, we “throw back” by giving to our community. Blood drives with the Red Cross, sponsoring low-income families at the holidays, and promoting awareness of domestic violence with the Women’s Center are just some examples of how we give back. We make a difference in our world by working side-by-side with other helping professionals. Such are the rewards of community service at Lindenwood.

In 2008-09, students from the School of Human services completed nearly 10,000 hours of community service through supervised internships at community agencies. Our interns have:

- helped teens in foster care learn to control their anger and raise their grades in school
- worked with a stressed-out mother to keep her from abusing her young children
- encouraged substance abusers to be active in their recovery and treatment
- raised money for research to cure children's terminal diseases
- counseled a woman to leave a domestic violence relationship and go to a safe house

Lindenwood’s commitment to community service is so strong that President Evans has initiated a designation of community service for those graduates who selflessly give 500 hours of their time in volunteerism to the community during their academic career. Employers will know that these candidates have a heart for the community, an asset to many organizations.

As a values-centered university, volunteerism is a piece of our school’s mission—the belief in the worth and integrity of the individual. Everyone needs a little help from time to time. We all benefit when Lindenwood “throws something back”.
Service organizations at Lindenwood University strive to exemplify hard work, dedication, and a strong desire to help others. This is and has always been the legacy of students at Lindenwood. Service groups commit their time and resources to serving our students, faculty, staff, and community. By doing so, Lindenwood students strive to develop a well-supported and strong functioning university and surrounding community.

On campus, service organizations hold events to help fellow students, faculty, and staff. These organizations assist students by helping them move into their dorms at the beginning of each semester and out of their dorms at the end. They also help by supplying basic necessities, such as toiletries, rides, and, of course, Ramen noodles. It is an amazing sight to see students putting others before themselves.

The organizations serve our faculty and staff through projects such as the monthly Faculty/Staff Appreciation Award. This project was sponsored by an organization called Action, a service club that was started in order to help people learn to give of themselves as they better the lives of those around them. This project chooses an employee each month and finds various ways to serve and encourage that member throughout the month. The Campus Y also serves the University by cleaning up our campus; the organization hosted an event called Stream Clean in which they picked up and recycled trash they found on and around campus.

Off campus, students dedicate their time to fundraisers, clean-up efforts, and volunteering for non-profit projects and events. One organization, A Cross Between, started an after-school tutoring and mentoring service project called New Heights, which targets two low-income neighborhoods in our county. Students tutor and act as older siblings to students who are struggling at school both socially and academically. Once a year, the Lindenwood students go to the neighborhood and do a renewal project. Students cut grass, paint, repair homes, and restore the community park. Another great example of a community service project was run by Lindenwood’s Housing Association. In this project, titled “Lions Take A Bite Out of Cancer,” the club sold t-shirts and decals and organized a fundraising walk to donate money toward the fight against cancer.

The students involved in these organizations are servants on campus, and when they leave Lindenwood, they will be productive leaders in our society.
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